

HOME ECONOMICS BRANCH

Alberta
AGRICULTURE

FAMILY LIVING SPECIALIST

CANADIAN

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ON THE SUBJECT OF HEALTH

STRESS

FILMS

We have ordered one more copy of each of the following 15 minute films:

- 991-5-2 - Stress. What is It
- 991-5-1 - Stress and Lifestyle
- 991-5-3 - Stress in Adolescence
- 991-5-4 - Stress at Home

So far, the film library has not received them. Soon I hope.

STRESS ON THE FARM

Consists of program outline, information handouts, and worksheets - received from Randy Weigel at Iowa State University. We have permission to copy the material. It will be forwarded to you as soon as it is printed. Unique to the presentation is the adaptation of the life crisis units scale to farm situations. They interviewed several hundred farm people for their ratings.

Please add the material to the "You and Stress" kits in your office. For those of you who cannot locate a "You and Stress" kit in your office, we have ordered extra tapes, books, etc., so that you can be provided with same.

QUESTION

FL K60-1 Managing Stress, Anxiety, and Frustration seems to be in high demand. How many of you have tried to book this kit and have been unable to do so? I would appreciate your dropping me a note telling me. It appears that more kits should be ordered. I need to decide how many and where they should be located and would appreciate any information you could give me.

TOYS



The Toy Report is a buyer's guide to toys. The toys are rated on the following attributes:

- | | |
|-----------|------------|
| design | function |
| safety | durability |
| packaging | play value |

They include samples of all kinds of toys and games. There is a section on toys for the very young. Some indication of price is included, also of age range. Toys are "recommended", "not recommended" or "discontinued". It has an excellent index by toy name.

Example of listing:

RECOMMENDED PLUSH TOYS

Manufacturer Toy Catalogue no.	Age	Price Range	Comment
Alresford CURLY ELEPHANT AC 60	2½ +	D	Large (30 x 40 cm) cuddly, realistic, grey plush elephant which is washable. Extremely appealing.

The booklet was received rather late last autumn in my office. I am including the order sheet at the back of this newsletter. It will save time if you order direct from them.

When returning supplies on loan,
the right place is still:

Home Economics Lab
O.S. Longman Building

LOST AND FOUND

Jean Wilson, Aileen Whitmore, and Eileen Klein have joined the Headquarters staff (Shirley, Marcy, and I) at the new Agriculture Building, 7000 - 113 Street. The other specialists and the kits remain at O.S. Longman. However, all of the Edmonton library facilities the Film Library, and Print Media Branch are in the New Agriculture Building. I know most of you have this clear in your minds but enough kits arrive on Marcy's desk to make me suspect that some of you are confused.

A woman who waits for a Knight
in shining armor will probably
have to clean up after his horse.

New Woman

- Anonymous

FAMILY COMMUNICATION



FAMILY TIME

Betty Grudnizki's insurance agent recently introduced her to "Family Time: a Revolutionary Old Idea". It is a charmingly illustrated booklet packed with tips and ideas on family communication and family fun. A reading list is included.

One "timely" idea that I really liked was their distinction between "Chronos" and "Kairos". "Chronos" measures time eg. "it is now 0300 hours"; "Kairos" carries the meaning of appropriateness or season. In the family, "Kairos" may mean the "teachable moment", where you ignore the clock and enjoy the present. We all need more kairos in our lives.

I attach an order form, in case you can't find a generous insurance agent.

COMMUNICATING IN THE FAMILY

I attach a copy of the address I delivered to Women of Uniform. Please use as you wish.

NEW RESOURCES (AT O.S. LONGMAN)



GETTING MARRIED

Getting married is a slide/tape in two parts of 10 minutes each. A teacher's guide is included. Issues covered include marital

roles, motivation for marriage, ingredients for success, and compatability.

In a pre-marriage course, this presentation could stimulate discussion of role expectations and motivations. It was designed for teen Family Life programs. As we are all aware, many teens are marrying right after high school.

PARENTING AND YOU

A slide/tape presentation of 11 minutes. With teacher's guide, study sheets, and wallchart. Designed by Butterick for high school family living classes. This presentation discusses the characteristics of parents that are essential for effective parenting. It also explores the importance of learning parenting skills.

It could be used as an intro for babysitting classes. It also might be used to introduce the whole topic of children in premarriage courses, or to stimulate discussion on parenting styles at the beginning of a parenting group.

WOMEN'S ISSUES

SUMMER SCHOOL FOR WOMEN ORGANIZING

... is planned for June 17 - 26, 1983, at Silver Creek Ranch, Water Valley. It will consist of a mix of informational and technical workshops on health, work, violence, the Alberta scene. The brochure says:

This is an opportunity for women from all parts of Alberta to contribute resources, ideas, strategies and skills - as Summer School organizers, as resource persons and as participants. The final brochure with registration forms will be available in early April. If you wish to get involved in planning or contributing to the work, please indicate your skills and interests. Correspondence can be mailed to:

Janet Maher
10936 - 87 Ave.
Edmonton, Alta.
T6G 0X3

Julie-Anne LeGras
11460 - 95 St.,
Edmonton, Alta.
T5G 1L4

Or telephone

433-3229 (home)
432-5288 (work)

474-1270 (home)
424-3073 (work)

(The foregoing is to be construed as information, not necessarily as an endorsement.)

THE TOUCH OF HER HAND

Were you aware that your employed spouse need not share with you information about how much he/she makes or on what the money is spent? Nor is there any compulsion to share with you any of the money - beyond a loosely defined mutual spousal responsibility to provide "necessaries of life". You can tell that you lack "necessaries" if your life is endangered or your health likely to be permanently damaged, a low level existence at best.

After reading "The Touch of Her Hand", a young man I know expressed surprise, "we haven't progressed as far as I thought we had". As I was researching the subject, I got a few shocks myself. See your ARDS 1982/83 folder and learn how "equal" women are. (This is an endorsement).

If, after reading TTOHH, you have an inspiration on how we can use it in programs, please share with me.

WOMEN'S PLACE

... some interesting items from Homemaker's Magazine.

Charlie Shedd (on asking for a wife's judgments): "So what if her opinions don't help much? This might not be her fault. Even a wife's intelligence can be developed by exercise".

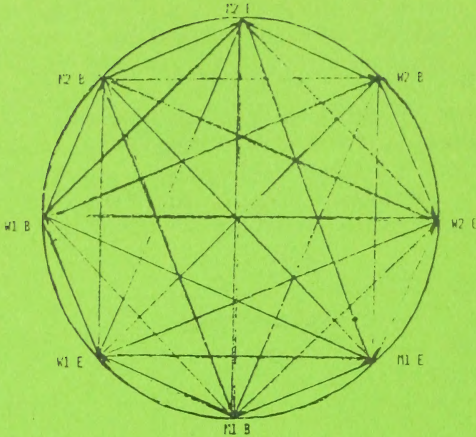
Old Lady

Abigail Van Buren: "Learn a skill, so you will never have to ask your mother or father or your husband or your boyfriend - or heaven forbid, your government - to take care of you."

Phil Donahue: "I have a daughter. And I want her to be respected for more than her ability to bake bread."

New Woman.

THE TWO GENERATION FARMING FAMILY



Transitions is the new 15 minute film produced by Alberta Agriculture that shows a typical farm family grappling with the two-generation issues. It should be available by mid-April.



OTHER FAMILY ISSUES

"THERE'S NO PLACE LIKE HOME FOR HEALTH CARE"

... is a course being offered for families across the province by St. John Ambulance. The course is taught by registered nurses to lay people and is in 12 units covering a total of 21 hours of time. There are 12 films which are coordinated with 12 self learning texts. The texts are to keep. A course would be offered to a minimum of 10, maximum of 20, people and cost is \$25.00 per person or \$40.00 per couple. Financial aid is available if necessary. If you see a need in the community, please post the announcement (page). Address: St. John Ambulance
10975 - 124 Street,
Edmonton, Alberta.
T5M 0H9

FARM FAMILIES AND FARM ACCIDENTS

I had an enquiry from a DHE for this information.

Ruth Peavoy,
Canadian Paraplegic Association, Alberta Division,
18131 - 107 Avenue,
Edmonton. T5S 1K4. Phone 489-7731

Ruth is investigating the need for a two or three day workshop for farmers who have been involved in farm accidents. Tentative date spring 1984. The objective of the workshop would be to convey information to the disabled on how they can adapt and operate their farms. The plan is to involve successful disabled farmers to share their ideas. They also plan a section for the spouse and family to help them cope with the disability and to involve them in the planning and reorganization of the operation. If there is sufficient interest, CPA hope to engage Dr. Field of Purdue University whose workshop on the topic is called "Breaking New Ground".

If you know of interested people, please have them contact Ruth Peavoy.

On the subject of health:

I started chemotherapy February 1. I manage to get to the office about 2/3 of the time and can make no booking commitments out of the office - too unreliable. The doctor has advised that working may not remain an option for long. We'll see.

Thank you for all your good wishes.

Nadine

Nadine Vester
Family Living Specialist
Home Economics Branch
April, 1983.



The
Touch
of
Her
Hand

WOMAN'S PLACE.

"I'M NOT A SEXIST, BUT..."

It seems like only a few years ago the comment that "wring every feminist's heart was, 'I'm not a woman's libber,' but..." Women were constantly apologizing for making pro-women statements. Now the shoe is on the other foot: What I'm hearing more often these days is, "I'm not a sexist, but..." People are apologizing for making anti-women statements. But those statements are no less anti-women for being prefaced with a disclaimer.

The shift does signal an exciting change in attitudes – the very change that feminism's opponents claimed must precede other changes – but reveals more clearly than ever that feminism is at heart a political philosophy and, as such, requires a lot of thinking through. Recognizing sexism is important, but naming it does not abolish it. I can say, "The world is not sexist," and try to live that way, but my saying so does not make it so. Similarly, a person can say, "I'm not a sexist, but..." and then go on to make an intended sexist comment. For instance, I read a TV column recently in which the reviewer complained that he didn't like CBC's *The Journal* format with Mary Lou Finlay and Barbara Frum as hosts.



By Penney Kome

Your comments are welcome. Write to: *Woman's Place*, *Homemaker's Magazine*, Suite 401, 2300 Yonge Street, Toronto, Ontario M4P 1E4.

"I'm not a sexist, but..." he wrote, and then complained that the women's voices grated on his ear and that "I keep expecting them to tell me to take out the garbage." Now, that is a sexist statement. The writer tells us more about how he perceives women than about whether they relay the news accurately. Family life stimulates several versions of this defensive denial. A whole lot of people declare themselves to be nonsexist but in favor of the status quo. A classic line I encounter any time I'm out promoting my book,

Somebody Has to Do It: Whose Work Is Housework?

(McClelland and Stewart Ltd., 1982, \$9.95), goes like this: "I'm not a sexist, but I don't want the government interfering in my home life." Governments already do intervene in home life, of course. They require children to attend school; they oblige spouses to support each other; they make certain assumptions about families for tax purposes. One underlying assumption that still determines many government policies is the notion that all married women are dependent upon, and therefore protected by, their husbands. It ain't necessarily so. The majority of married women (three out of four) will be divorced or widowed and live out their last years alone. Yet because they are presumed to be dependent, they usually have no personal pension plans.

Since few families can afford to set aside money for the homemaker's retirement, a paid job often is a woman's only hope for getting her own pension. Government intervention, in the form of deductions on the income tax form, may set up a situation where a husband actively discourages his wife from taking a paid job on the grounds that he will end up paying more taxes. So the status quo already does what

WOMAN'S PLACE

many people say they deplore – shapes their home lives – and yet they resist change. Since the status quo gives men unequal power in their homes, resistance to change is sexist. A variation on the theme goes like this: "I'm not a sexist, but I do believe the family must be protected." This statement usually follows a long plaintive litany about how people have no sense of responsibility these days, how they're not willing to maintain a marriage through thin as well as thick, how moral standards have declined now that divorce is so easy to get. Hence the need to "protect" the family – and usually the methods offered are stricter divorce laws, social stigma for divorced people, and pressure on women to stay out of the work force and work in their own homes.

As British sociologist Ann Oakley wrote in *Woman's Work: A History of the Housewife* (Pantheon Books, 1975), "Our language contains the phrase, 'a family man,' but there is no corresponding phrase for women. It would be socially redundant: the family means women." Protecting the family, therefore, is usually a euphemism for keeping women in their place. Women simply are not putting up with some kinds of abuse that formerly tolerated because they were financially dependent on their husbands,

and this "irresponsibility" on their part is often blamed for the one-in-three divorce rate. There are all kinds of ways to protect the family that haven't been tried yet: providing support services so that full-time homemakers with small children can escape sometimes; recognizing that decent, affordable housing is as basic a necessity as medical care; sensitizing men and male children to be aware of their feelings and to value what their partners and mothers are feeling.

But how often do you hear these alternatives suggested? Anyone who says, "I believe the family must be protected," should then be required to explain what kind of "protection" is meant. By itself, the statement has overtones of punishing women who refuse to remain in abusive marriages – and that's sexist. Some people make the argument difficult to refute by putting it on a personal level. They will say, "I'm not a sexist, but I do think the women's libbers are extreme. If all marriages were like mine, there wouldn't be any problem." It's hard to respond to that without appearing to attack the person's marriage. The point being made here (I think) is that some women are able to achieve egalitarian marriages, even within a sexist system. It does not follow, however, that every marriage could be made egalitarian, or that every woman would be happy and fulfilled (much less receive equal pay) if only she were in that kind of marriage.

When a male doctor tells me he would prescribe a certain medication or contraceptive for his own wife, I take that to mean he believes the medication is safe and effective enough to be trusted for someone who matters a lot to him. When a male politician disputes a fact-filled women's lobbying brief solely on the grounds that his wife doesn't agree with what's being presented, I take that to mean that he can't tell women apart. What is suitable for his wife may not be suitable for other women. Judging women's issues only through a personal perspective must, almost by definition, trivialize them.

The "happy marriage" theory is sometimes expressed in a way that is transparently sexist: "Women don't realize how much power they already have through their influence on men." The fallacy lies in equating influence with power or control. Power means that you can make a decision and implement it. Influence means that, once you know what you want, you can wheedle and cajole and bluff to get someone else to give it to you. Certainly there have been women who achieved a great deal by exercising power indirectly; that doesn't mean it's the only way or even the best way for all women to operate.

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central men through sex is downright insulting. It makes sex a commodity, and it robs women of sexual enjoyment, since they must negotiate their own feelings in order to achieve other ends. Most of all, any indirect expression of power means that a woman must attach herself to a man or men if she wants to get anything done, rather than being free to act independently. And that's sexist.

Another complaint I've been hearing lately, and mainly from women trying to give other women equal opportunities with men in the workplace, goes like this: "I'm not a sexist, but women just aren't willing to make the effort to get ahead in the business world." The last woman who told me this then cited cases where women had refused promotions that required transferring to another city, working late almost every night, taking night classes, travelling a lot, being the only woman at the managerial level, supervising other people, or outranking their spouses.

"Whatever women do they must do twice as well as men to be thought half as good," the late Charlotte Whitton once said. "Luckily, it's not difficult." When a woman is already working twice as hard as a man — to balance home and workplace demands — she may very well be reluctant to "make the effort" to take night classes or talk her spouse into

transferring to another town. She may be very wise to decline becoming the token woman in management, inviting criticism from both the company (for her visibility) and the community (for not putting her family first).

Organizations that really want to help their women advance will provide support systems — promoting several women at once — and make some allowances for family life demands. Their male employees would benefit from the changes too, just as some men already benefit from parental leave provisions allowing them to share important experiences in their children's lives. But to expect women to fit the male mould, and then to denigrate them when they don't — that's sexist.

Finally, the reaction to affirmative action that first produced the catchphrase: "I'm not a sexist, but I don't believe in reverse discrimination." Columnist Barbara Amiel, for one, often complains that affirmative action programs mean unequal treatment and therefore a sort of serial injustice. To her way of thinking, affirmative action benefits people who have never personally suffered from discrimination, and harms innocent people who may in fact be more qualified than the people who are hired or promoted instead.

A consultant who handles a lot of affirmative action programs told me that she likes to meet this attitude head on. She'll do some research before her first meeting, and at the presentation to management

she'll say, "We want to start by raising all women's salaries by \$3. Do you think that's discrimination?" Then she pulls out her homework and shows that the company pays all women \$3 less than the men. What sounds like reverse discrimination at first, turns out to be overdue compensation for unequal pay.

Similarly, most banks take equally qualified people and automatically stream women into tellers' jobs and men into management training programs. An affirmative action consultant would spot the pattern quickly and would recommend that such an adverse policy be replaced with a neutral, nondiscriminatory policy that would result in half the management trainees being women. The consultant might also require that a group of women employees be diverted from the tellers' cages to management. Affirmative action takes those who have been systematically excluded and brings them to the level they would have reached if they hadn't encountered discrimination.

But male employees might grumble that they're being treated unfairly if they see a group of women being promoted first. Men have long been accustomed to their privileges, and it's only human that they should resent losing them. But they can't come right out and say, "I was counting on being promoted after the first six months and now I have to wait a year because women are being promoted too, and I resent it."

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No, the common (if thoughtless) remark would be, "I'm not a sexist, but — those women are being promoted just because they're women, and I don't think that's fair."

During the controversy about whether Madam Justice Bertha Wilson should be appointed to the Supreme Court of Canada, I heard a lot of people complaining that sex really should not become one of the criteria for such an august position. That's pretty funny. Sex has always been a criterion for choosing Supreme Court justices: They were always male. Only when a woman was finally being considered did conservatives charge that sex discrimination was unfair.

I suppose feminists should be happy that people now want to avoid being called sexist. The danger lies in allowing nonfeminists enough leeway that they can try to redefine sexism and feminism to suit themselves. A teenager told me recently that she's not a sexist because "I don't believe in women's lib." (Actually, she agrees with most feminist principles.) Women have nothing to gain by that kind of confusion, and everything to lose.

LITTLE GEMS

I have been chuckling to myself over a charming book designed for children but highly entertaining for adults

(especially adult feminists) as well. *The Paper Bag Princess*, written by Robert Munsch and illustrated by Michael Martchenko, is one of the Amikins series of tiny (3-inch square), cheap (95 cents) books with humorous, non-sexist messages published by Amick Press Ltd. In *Mad Puddle*, for instance, a young heroine learns how to defend herself from a mud puddle that keeps ambushing her and getting her dirty — and it made a perfect birthday gift for a little girl I know who has exactly the same problem.

The Paper Bag Princess is the story of Princess Elizabeth, whose marriage to Prince Ronald has to be postponed when a dragon burns down her castle and carries him off. Since all her clothes were destroyed, Princess Elizabeth dons a paper bag and sets out to rescue her prince. She finds the dragon and outsmarts him, flattening him into a showing off until he's exhausted and falls sound asleep. After this triumph, she marches into the cave to liberate Ronald, only to meet a rude shock. He looks at her and says, "Boy, are you a mess! You smell like ashes, your hair is all tangled and you are wearing a dirty old paper bag. Come back when you're dressed like a real princess."

What woman hasn't had a similar experience? It seems that no matter how many dragons we outsmart, or how many obstacles we overcome, most men still judge women by their appearance. It gives me a lift every time I read Elizabeth's spunky reply: "Ronald, your clothes are really pretty and your hair is all

neat. You look like a real prince, but you are a bum." With the enchanting artwork, *The Paper Bag Princess* makes a great day-brightener — as a gift, or as a self-indulgence.

NEW HELP FOR TEENAGE MUMS

A new Toronto centre for teenage mothers opened this year on lower Bathurst Street, under the name Jessie's. Estimates are that more than 1,000 teenagers in Canada become pregnant every week, and close to 90 percent of teens who carry their pregnancies to term will attempt to raise the babies by themselves. But one in five of these babies ends up in the care of the local Children's Aid Society within two years. What we have here is a crisis illustrating the dearth of support systems for parenting in our society, the most vulnerable members of society invariably paying the highest price for our neglect.

While there are a few other programs in Toronto for the pregnant teenager and the young single mother, they tend to be limited (by budget or mandate) in the kind and amount of help they are able to offer. As well, young mothers are sensitive to being patronized or treated like children themselves, and may perceive some of the helping agencies as intruders. Jessie's plans to attract clients with food, baby clothes, emergency supplies,

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individual and group counselling, classes, and a parent and child drop-in centre. Pregnant teenagers are invited to the upstairs section for a free snack, medical care and pregnancy counselling. Young mothers will meet downstairs to talk with each other while their babies play together, and to visit with staff members who can suggest where to find housing, educational upgrading, parenting skills and medical help. Nutritional counselling and preventive health care, both identified as critical lacks in the target group, will also be available.

I was told that Jessie's grew out of an idea that several activists had discussed for more than a year before that indefatigable organizer, June Callwood, became involved. Callwood, who has been known to visit maternity wards just to draw inspiration from seeing the babies, threw herself into the project whole-heartedly and managed to open the centre four months before the Ministry of Community and Social Services funding commenced.

As far as Jessie's board members know, this centre is the first in Canada to offer such comprehensive services to the target group.

The neat, nicely furnished two-storey brick building, staffed with compassionate

and resourceful people, could be a lifesaver for the teenager who finds herself overwhelmed by the responsibility of caring for an infant in a complex, often hostile world. In the long run Jessie's will probably save all us taxpayers money by reducing the demand on crisis services. In the short run, it will certainly prevent a lot of human suffering. In the past, June Callwood has given us Digger House and Nellie's Hostel for Women. Her latest project could well be the most important ever.

Jessie's can serve about 50 teenage mothers at a time, and had a waiting list even before it opened. Jessie's needs your help. Donations of food, baby clothes and, of course, money, would be warmly welcomed.

Jessie's also needs families who are willing to be trained and supervised to provide short-term care for babies whose mothers just can't cope, for illness or other reasons. Please contact Jessie's Centre for Teenagers, Inc., 152-154 Bathurst Street, Toronto, Ontario M5V 2R3 (416) 365-1888.

INEQUALITY AT WORK

"In the fiscal year 1979-80, only 37 of Ontario's 1.8 million working women received compensation under Ontario's equal pay legislation. Together they were awarded \$56,212. In 1980-81, although the numbers of individual women assisted by the law rose to 391, this group represented a meagre two-hundredths of one percent of the working women of Ontario."

This information comes courtesy of the new Social Planning Council of Metropolitan Toronto

booklet, *Inequality at Work*. "None of the information is new or original with us," said SPC program director Leon Muszynski, "but now it's all in one place."

Read it and weep. In the Ontario public service, "Switchboard operators, 95 percent female, are required to have a high-school education plus one year work experience, courtesy, tact, clear enunciation and the ability to communicate orally. Parking lot attendants, all male, must have Grade 8 and know the location of government offices. Predictably, for their higher level of skill, experience and knowledge, the switchboard operators are paid \$40 less per week than parking lot attendants."

In addition to outlining the dismal failure of the federal and Ontario governments to legislate or enforce equality in the workplace, the booklet also outlines an action plan for individuals or groups interested in pushing for improved employment opportunities for women.

Muszynski told me that the SPC plans to make resource people available to lead group discussions and help formulate strategies. Copies of the booklet are \$2.50 each.

Contact the Social Planning Council of Metropolitan Toronto, 185 Bloor Street East, Toronto, Ontario M4W 3J3 (416) 961-9831. ■

REORDER FORM FAMILYTIME: A REVOLUTIONARY OLD IDEA

Books are available in the following quantities

Single
2 10
25
50

Selling Price
\$ 2.00 each
\$ 1.75 each
\$41.25
\$77.50

Quantities
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500
1,000

Selling Price
\$ 1.00
\$ 1.00
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PUBLICATIONS

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☐ LITTLE GIFTS FOR BIG OCCASIONS — inexpensive gift ideas for children 4-10.

☐ TOYS FOR TINY TOTS — How to help your young child grow through play.

☐ PLAY IT SAFE — Suggestions to ensure a safe play environment.

Enclose 5¢ for each pamphlet ordered, along with a stamped, self-addressed envelope. Bulk rates for quantities of 500 or more.



St. John Ambulance

ANNOUNCEMENT

WITH MORE AND MORE EMPHASIS BEING PLACED ON HOME CARE IN OUR SOCIETY TODAY, DUE TO THE EVER INCREASING DEMANDS ON OUR HEALTH CARE SYSTEM, ST. JOHN AMBULANCE IS OFFERING A COMPREHENSIVE HOME CARE COURSE FOR ALBERTANS.

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- HOW TO ASSIST THE HANDICAPPED
- PROPER NUTRITION
- HOW TO GIVE MEDICATIONS
- HOW TO LOOK AFTER A LOVED ONE WHO MAY BE CONFINED TO A BED

THIS COURSE IS CALLED "THERE'S NO PLACE LIKE HOME FOR HEALTH CARE" AND IS SPONSORED BY ST. JOHN AMBULANCE.

FOR MORE INFORMATION - CONTACT -- JANE COWLEY, R.N.
DIRECTOR, HEALTH CARE EDUCATION
PHONE 452-6565

COMMUNICATING IN THE FAMILY

Good afternoon everyone. Thank you for inviting me to speak to you.

I have been asked to talk about communication in families, with particular concern for young people. However, the skills that I will be discussing are appropriate for all relationships and I will be referring to groups and how these issues fit groups when it seems appropriate.

Communication is the exchange of information, facts, ideas, thoughts, plans, hopes, wishes, needs, concerns, and - in families - most importantly feelings. We are always communicating, even when we use no words because 70% of the message comes from our body language; 20% from our tone, and 10% from the words.

I want to focus on particularly on two aspects: how you as a speaker in a situation can clearly express your opinions and feelings appropriately and how you can get your information across; and secondly how you as a the listener in an emotional or even an information exchange can encourage and respond to the speaker appropriately.

Before I elaborate on this "talking and listening", I wish to explain why I think feelings (emotions) are so important. (Maslow's hierarchy of needs) **(Motivation Model)**

To digress to working groups, such as Women of Uniform, research has shown that groups are most productive when both the task - job related - and maintenance - emotional - issues are acknowledged. The job

Use O/H
Or demonstrate
using self, eg.
"I'm Thrilled"
in monotone
with drooping
posture

Pages 1 and 2

Page 2 can be
filled in as
o/h while
explanation
given
O/H #1

related issues are usually obvious. The emotional issues frequently have to do with: do I belong? do the other group members care about me? can I make a significant contribution? have I any say in this organization?

Would it surprise you to learn that Dr. Ron Hanson, who lectures extensively in the United States on farming families, two generation, finds that the major reason that the son and the father can't make a go of it in a family farm arrangement is not the lack of money as you might suspect. It is the lack of communication. And that lack of communication is about emotional issues. Maybe they don't always keep each other informed about money, who spent what where. More importantly, they didn't communicate clearly on how they felt about who spent what where. Farm families have two sets of major issues -

O/H #2

business and emotional - like the group's task and maintenance issues. So here we can diagram a father - son relationship where

O/H #3

there are no business issues (overhead #3) - i.e. not being in the same business, just emotional issues. Here we have a son who is

O/H #4

working in business with his father (overhead #4). And now add a

O/H #5

spouse to each generation (overhead #5). So that communicating clearly, accurately, and specifically is important. You can see the complexities of dealing with issues of dealing with issues in a working group.

Dr. Hanson said that the farming arrangements failed because of emotional issues, communication issues. Keep in mind that we are

always communicating. Let me draw one or two scenarios.

The son has been away to agriculture college and he has come back to the farm wanting to try - let's say - canola or sunflower.

O/H #6

(overhead #6) Dad thinks that he (dad) has done pretty well over the years, worked hard, and he doesn't know much about this

new product. In fact, he is just beginning to feel really competent and knowledgeable with the producing unit he has

(feelings are not rational) and he is just beginning to put

money away for retirement. He also remembers some of the goofy

O/H #7

things son did as a teenager. He isn't willing to discuss the

son's idea - he doesn't want to hear any of that nonsense. To give

dad his due, son doesn't listen either to father's protests. He

may never get a hint that his father feels slightly stupid when

trying to learn about a new product, especially where money is

involved. Dad may have had an unreasonable teacher who implied that

he was stupid if he didn't catch on right away - but dad may have

forgotten the teacher. He remembers the feeling though - and it

pushes him to action.

Another farm family may do okay until the "powder keg" joins it -

this is Dr. Hanson's nickname for the daughter-in-law. She may

come from a city and, even if interested, be quite inexperienced

with some of the new tasks that come her way. We are always commun-

icating - if we are good at a job but we are an impatient teacher,

we may leave the new learner with the impression that we think they

O/R #8

Is this your
teaching method

are stupid and not worth much. Even well meaning families can, unintentionally, leave the "powder keg" feeling explosive by not recognizing her need to learn new skills and by not covenying their understanding and acceptance of the time it takes. And by not recognizing improvements she is making - I see you out riding, you are really catching on. Thanks for your help. Your garden is looking good or specifically, carrots, flowers, etc.

Less well meaning or less tactful families can light the fuse by making fun of her efforts or telling "funny" stories to the neighbours about her awkwardness. In thinking of the "powder keg" you might also think of the "megaton sneer". Perhaps I am losing my sense of humour, but, the older I get, the more convinced I am that teasing is a hostile act - designed to embarrass and humiliate.

That brings me to another dirgression: self-esteem, self-worth. As tiny babies, we were dependent - totally - on another person, both for physical care and emotional nurturing. We didn't even, in the early stages, have a clear idea of we, as individuals, left off and the rest of the world began. Because we are social beings, we still depend on other people for some of our sense of worth, our need to belong. By the way, we, as adults can influence ourselves - our own self worth i.e. using "self talk" we can choose to focus our attention either on what we can do or what we can't do, what we should do or what we want to do. We can tell ourselves, for example, to ignore teasing.

Let us examine in detail how communication can affect a person's sense of self worth. I want to focus on listening, more specifically active or empathic listening. You demonstrate empathy if you put yourself in the speaker's shoes emotionally. You experience what it feels like for that other person for now. Active listening is listening for both content (words) and feeling. That is, you feed back to the speaker what you think they said and your understanding of how they feel about it. Active listening requires time and effort, it requires that you suspend your own concerns and try to enter into another's experience for the moment. I recently tried to teach a group active listening in a day - unsuccessfully for the main part. As prairie women, we have been programmed to fix, to help, to give advice. These are all admirable virtues but they do get in the way of active listening. This group, for example, was instructed simply to respond to the speaker with a statement about their understanding of how the speaker felt. (overhead #9) They were to mirror both content and feeling. This was an exaggerated request because it was a training exercise. However, they gave instant advice or suggestions. They wanted to fix, make things better. When the speaker (we were practising some of their concerns) blamed them for something, they defended themselves, and argued and this escalated the warfare. When, on the second or third practise round, some of them did respond to a "blaming attack" with active listening, they found the attacker cooled off much more rapidly than they expected. Why? Well, the attacker didn't have to press forth her right to feel the way she felt. When

O/H #9

O/H #9
Again

you listen to the person, it grants him the permission to feel however he feels, it's okay, he doesn't have to justify himself. What reaction do you have if someone tells you, in effect, not to feel the way you do. Do you feel guilty? stupid? that you should have more self control? or are you mad because they refuse to understand? What does it do to your feelings of self esteem?

Active listening allows people to explore their own feelings and come to their own conclusions. Active listening does not minimize or make light of, what the speaker is expressing - active listening tells the speaker "you count, I care about you, you are okay". Active listening encourages the speaker to continue.

So, in a farm family situation, active listening will aid decision making and improve the working relationships by encouraging the family to share more of the relevant information, emotional and business.

If the family really listens to the "powder keg" she will feel a sense of support and belonging and she won't be as motivated to light any fuses. She will feel more competent and more worthwhile.

This is also true for a group. When you are identifying needs and interests, as in the program planning model Shirley showed you, it is essential that you listen carefully, that you clarify what you think you hear, that you respect the other member's right to their feelings and their opinions. I said respect, not necessarily agree.

And that leads into the other half of communicating - how to talk so others are more apt to listen to you, and more apt to understand what you mean. If I had one rule to give you it would be - be specific. Describe what you see and how you feel. I just attended a conference where one of the presentations was entitled "interactive components in the experimental delivery of a stress management television course". I was familiar with the television course - you may be also - which was offered on TV by Athabasca University - but what are interactive components? Those are the number of registrations received for the course and the number of television calls received during the broadcast from both the registered and non-registered viewers. The registered viewers asked questions that were more on topic and that demonstrated more familiarity with the programs broadcast earlier, for example they had more background. Being specific makes a difference, doesn't it? However, I learned at this other group that farmers have jargon too. You don't believe this. What do you mean when you say "the cow's gone dry"? Should I go out and turn the hose on her? If city people aren't 100% sure what you mean, that's jargon, because it doesn't generalize to the other group. So therefore, words are important.

In another training program the question arose "how do you tell someone he is lazy?" The questioner was asked, in turn, "What did you see when you visited the farm that led you to make that

judgement?" - "lazy" being a judgement. The questioner had seen, while you can probably guess, unpainted buildings, machinery that was poorly serviced, fences that needed repair. But, is "lazy" the only conclusion or judgement that you can make from the observations? If you were loaning the farmer money, would you be concerned? So, being specific about what you see and feel, you say, "I am concerned because, when I visited you I saw unpainted fences, etc." The person to whom you are speaking may not be happy to hear what you have to say but cannot argue about what you saw and certainly is not going to be as unhappy as if you said to him "I think you are lazy!"

If you are disagreeing with someone contrast the impact on the listener if the speaker says "I disagree." to "You're wrong."

Another piece of advice - be aware of when you have made a judgement, whether lazy, smart, pretty, bad, good, etc. and then break down in your head the components that went into that judgement - what you saw, how you felt, what deductions you made from that. The results could astonish you.

To get back to the first rule, be specific. Try to match the detail to the situation - but, if you are unsure, give a bit more detail than you think is necessary and you may avoid this sort of dilemma (overhead #10). I know a family who agreed to leave on a trip when they were "ready". The next trip they set a much more specific departure time.

In families, if you can possible arrange it (hint # 3 coming up) give more positive - I appreciate - messages, and listening is a positive message, than the negative - I want you to change - kinds of messages. We are all well programmed to give ourselves "you should have done this differently, you should change" messages. For example, I appreciate your putting the groceries away, it is a job I just hate. Thank you for getting that part from town. I enjoy having us all at the table at the same time - if farmers ever manage to obtain that goal. I enjoyed our afternoon together.

**Communication
Tool Kit**

Before I say, I enjoyed our afternoon together, I would like to draw your attention to a publication that you can get from your local District Home Economist. If you have not made the acquaintance of the DHE in your local area, I would encourage you to do so. As many of you already know, she can provide information in a number of home economics areas and I'll just mention a few: nutrition, clothing and textiles, and family resource management.

Thank you for having me - I enjoyed our time together.

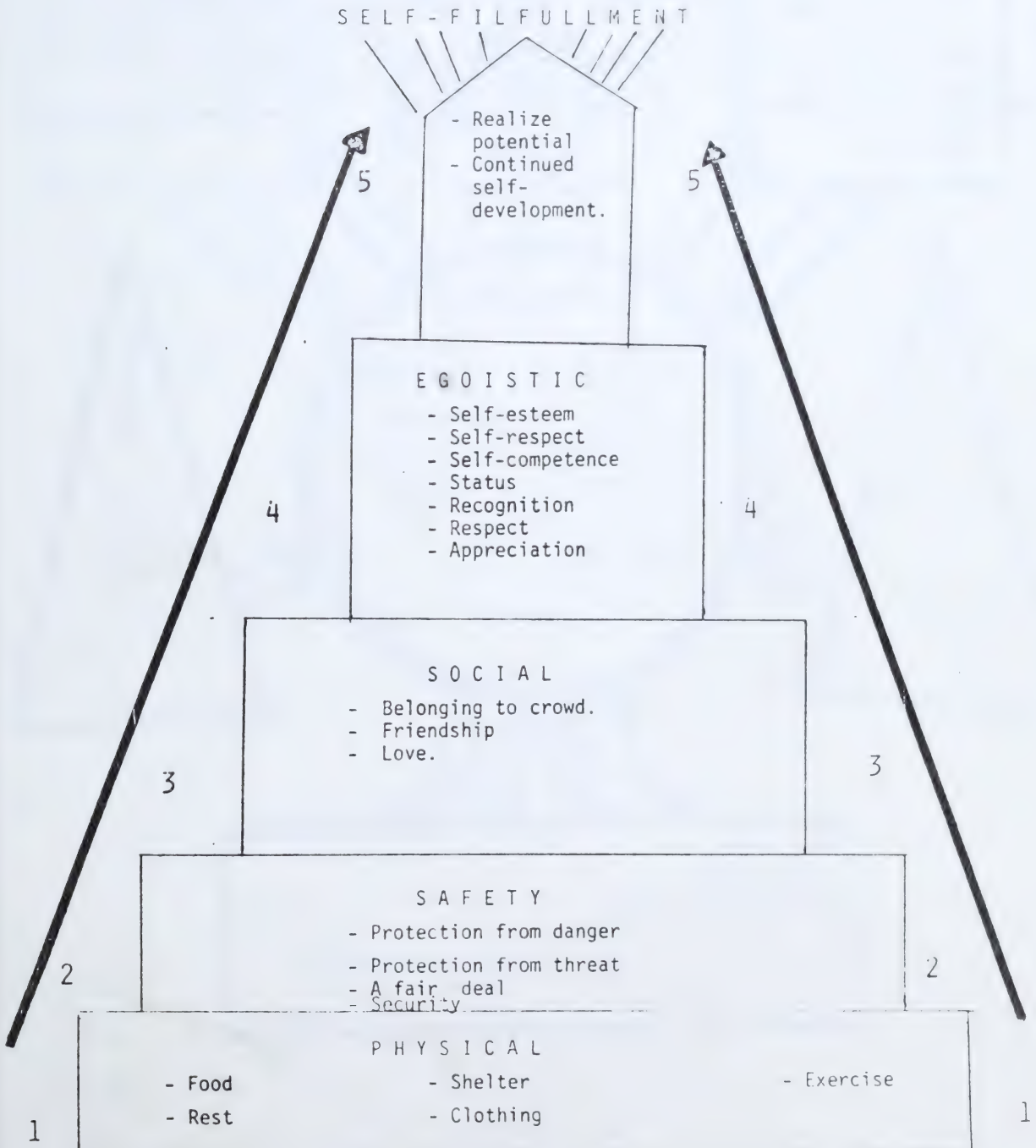
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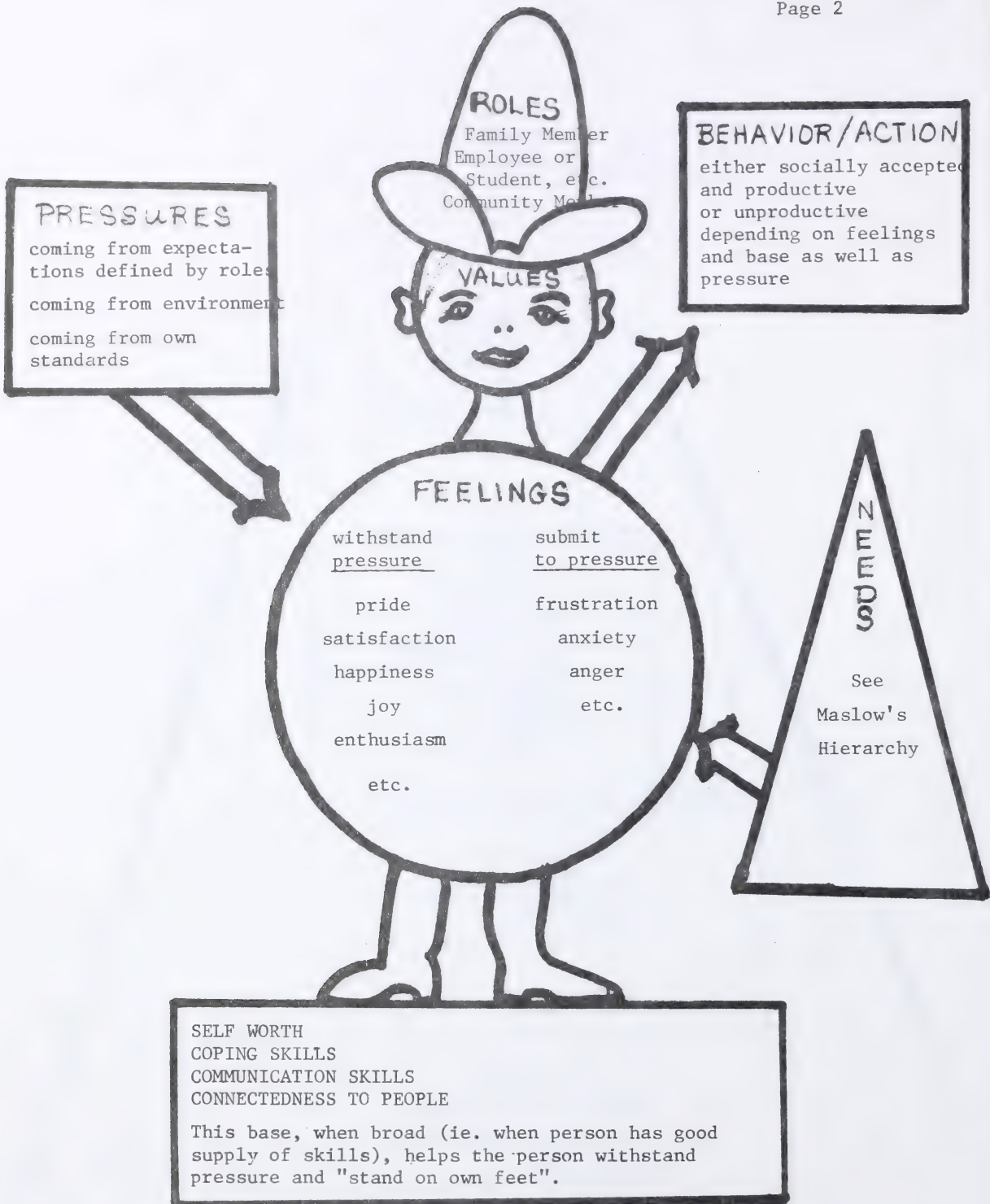
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November 2, 1982

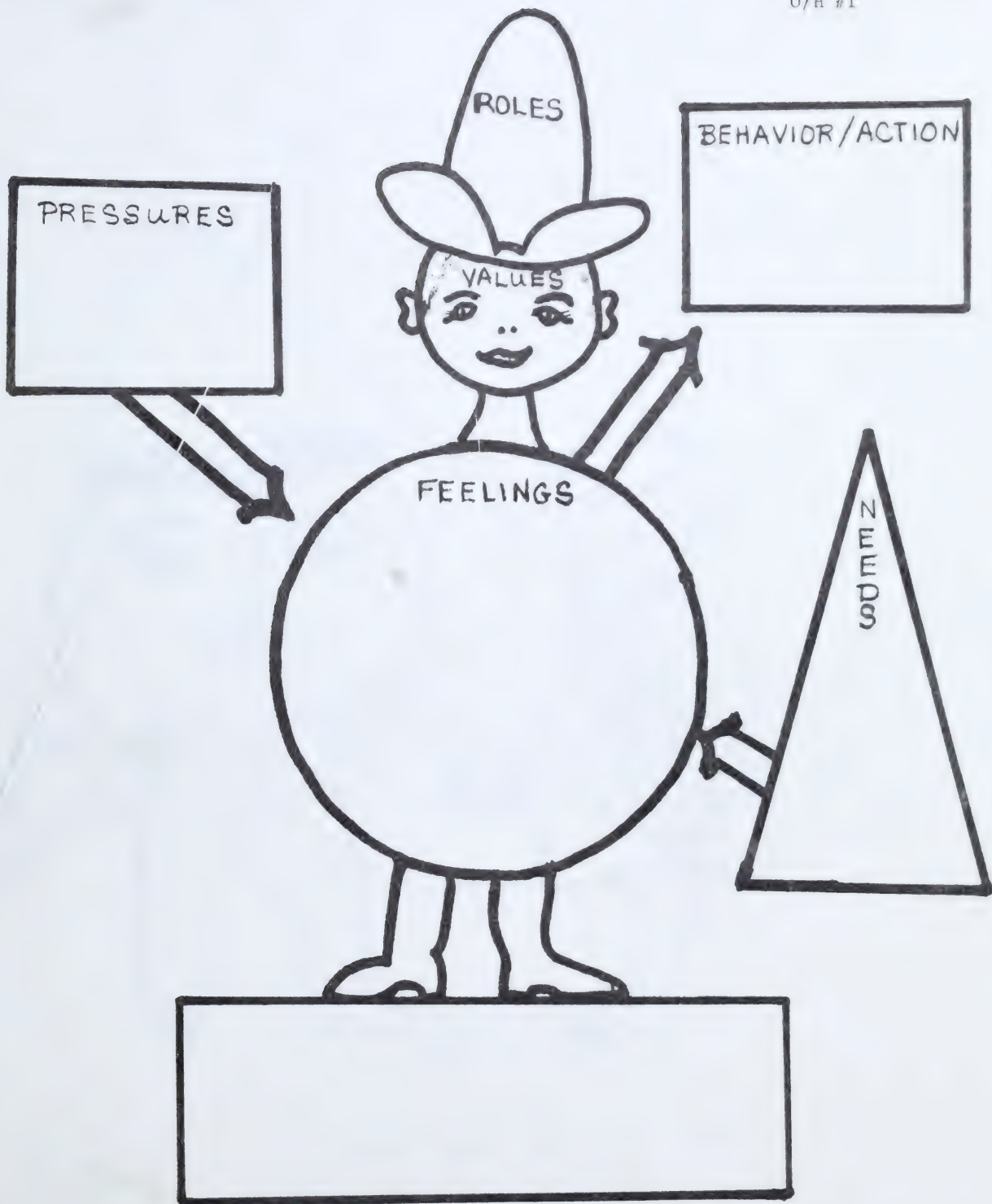
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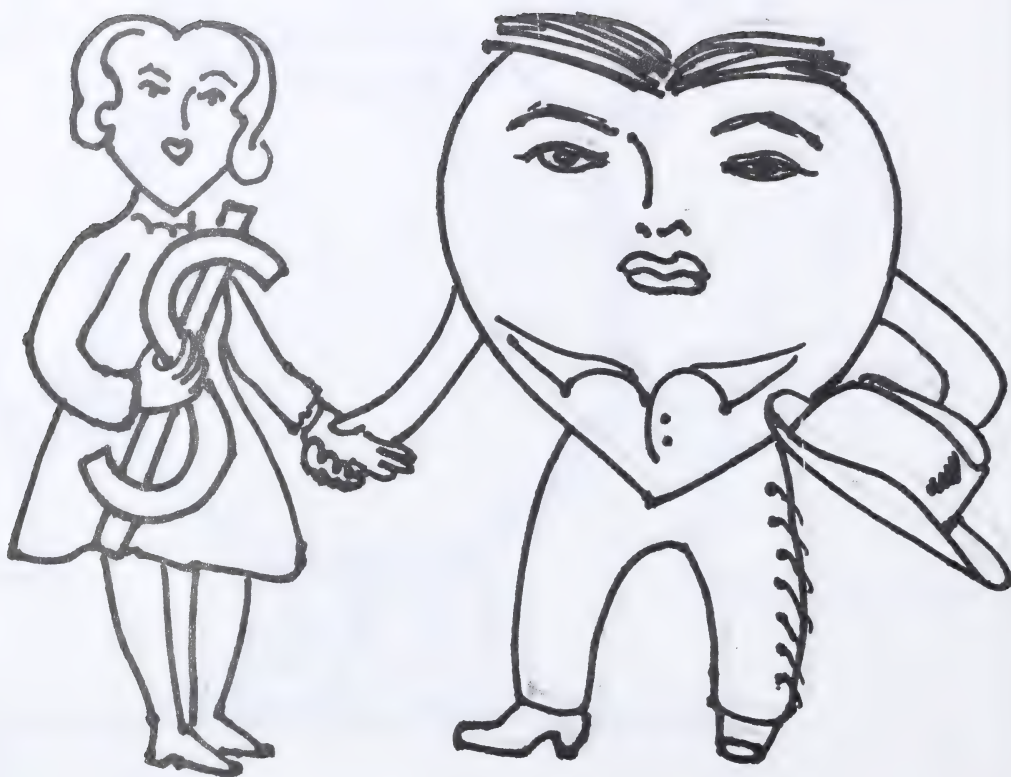
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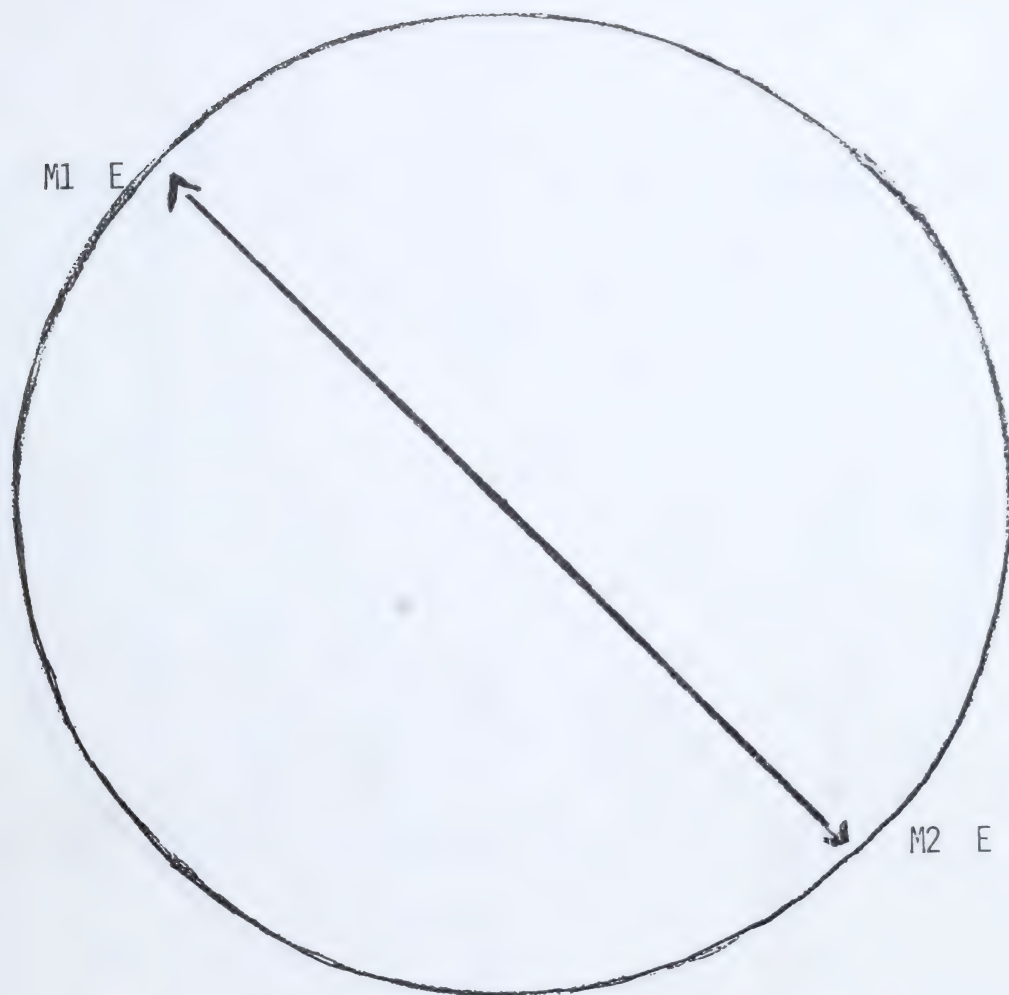


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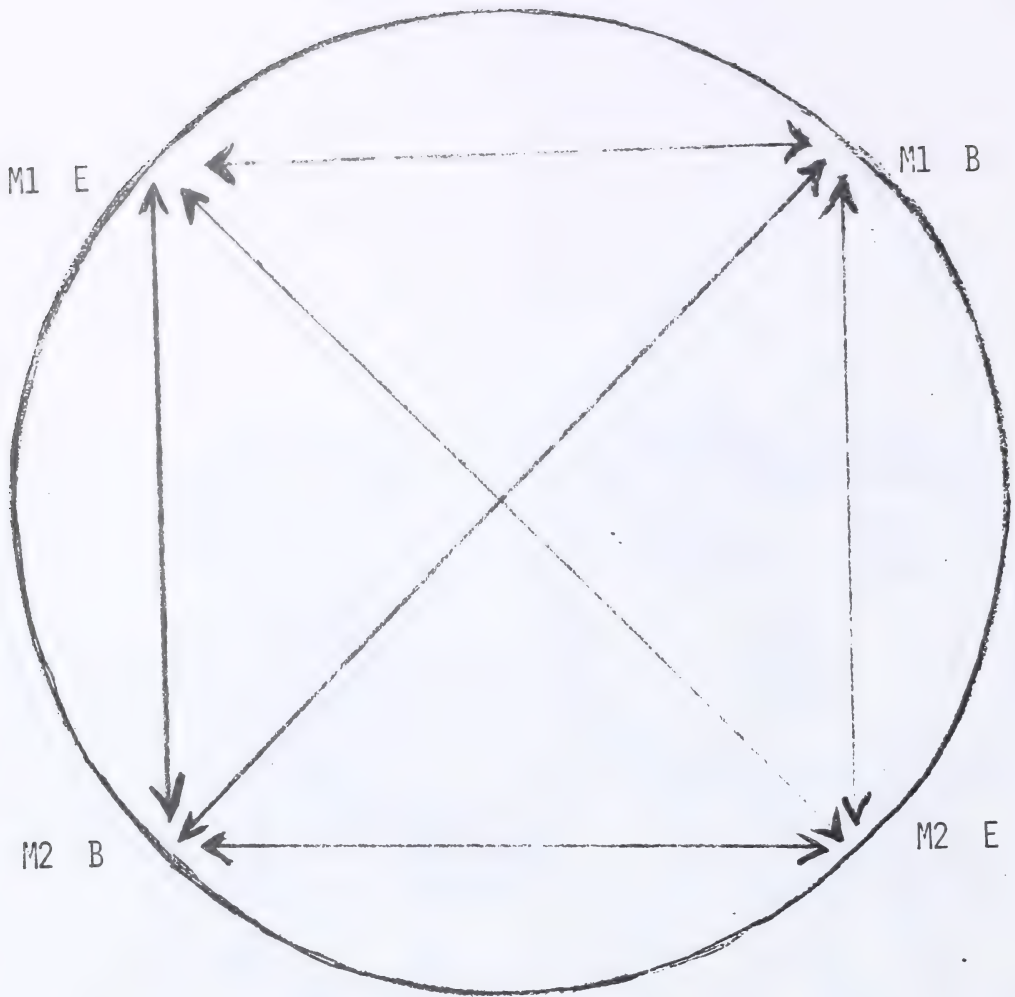




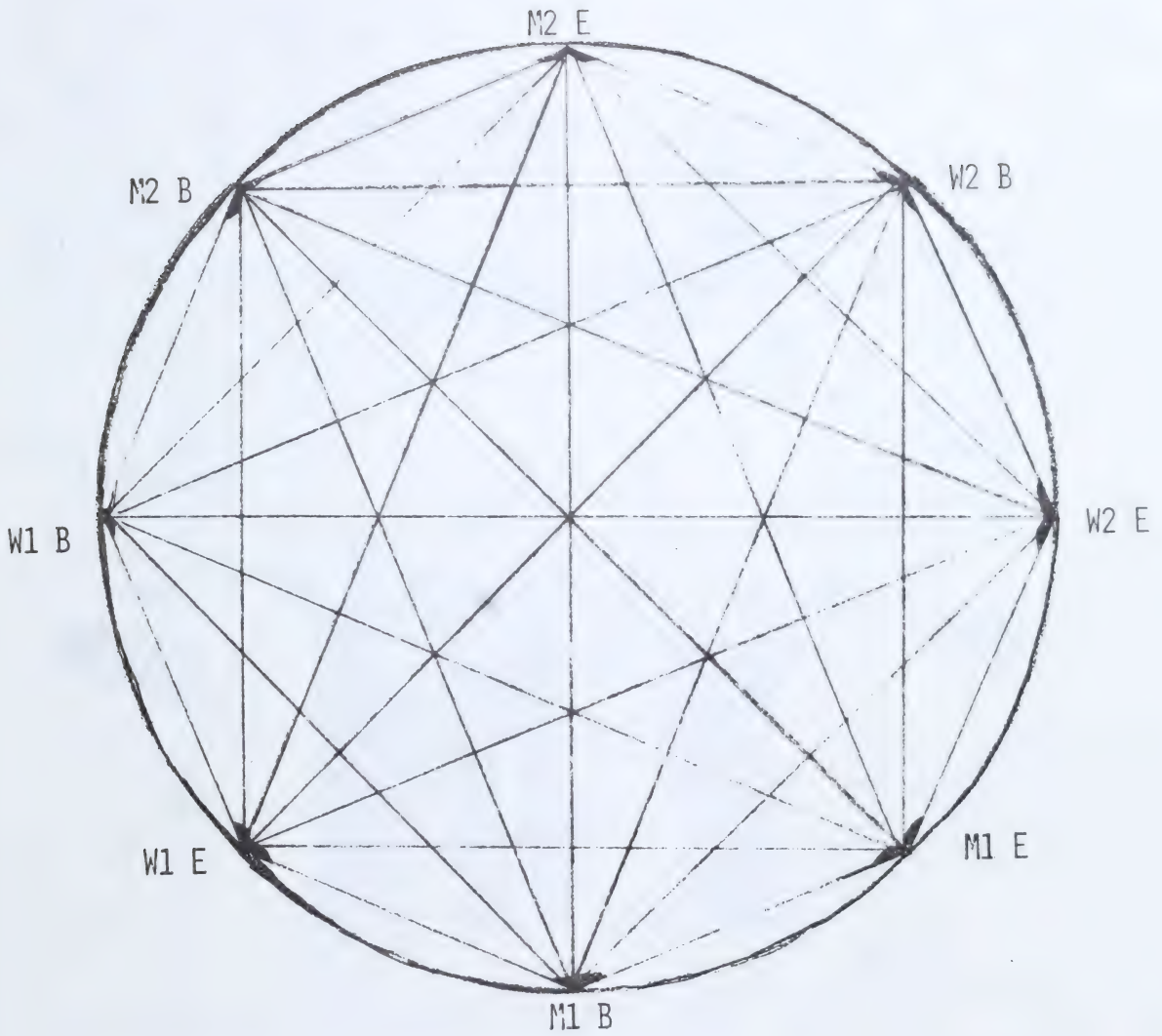
FARM FAMILY ISSUES



NON FARM FAMILY
FATHER AND SON



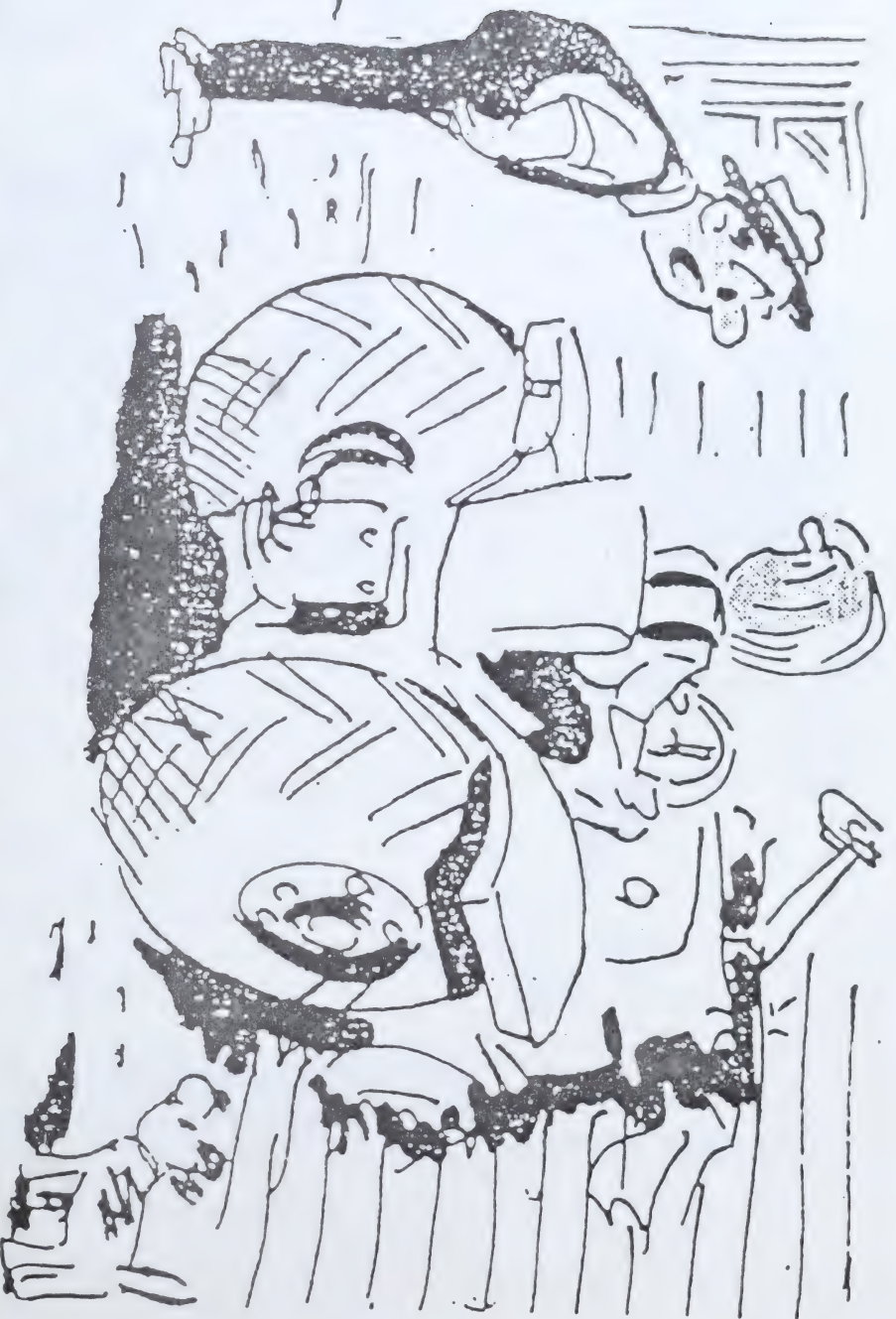
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FARMING FAMILY
TWO GENERATIONS



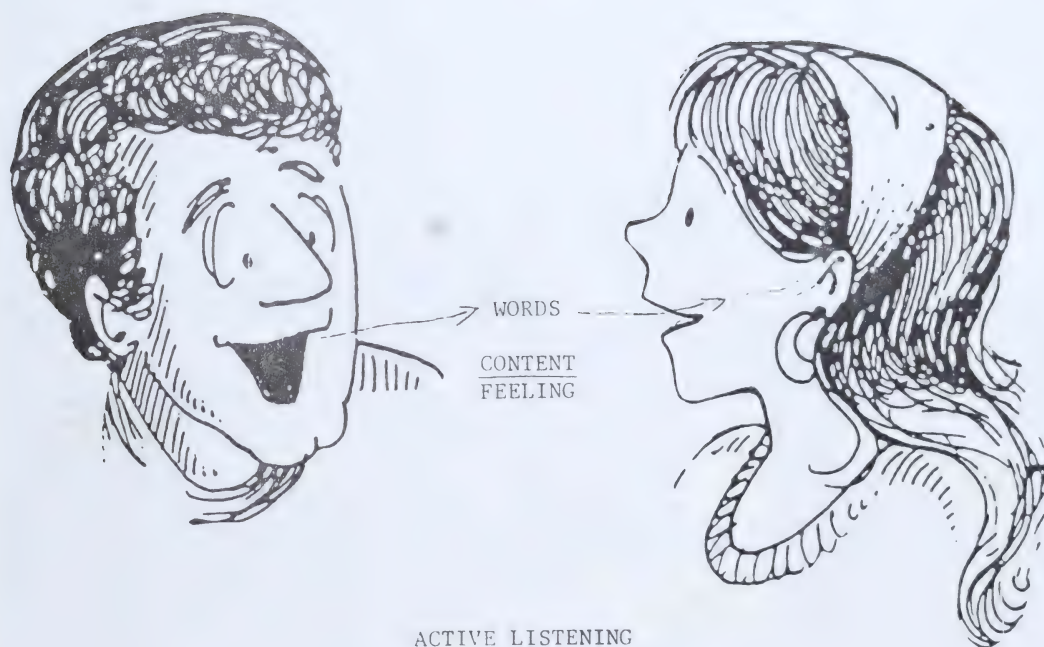
“Listen, Mr. College Student,
the more you know, the more I
owe.”



“When I said you couldn’t hit the side of a barn, I was merely using an expression.”



"Nothing to it. First shoot some ether to the 'carb', then touch those two wires, then drop the spark just a bit, choke her about a hair, then hit the gas, then . . ."





"Let's see, is it your turn or my turn to guess what size he wanted?"

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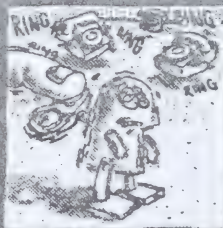
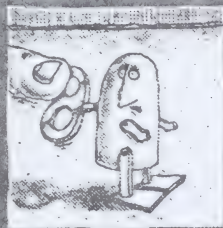
sleep better. It's a fact that when you're active, not only do you get to sleep faster, but your sleep is sounder and more restful.

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Can fitness help put 'feeling tense' into the past tense? **AND HOW!**



The Canadian movement
for personal fitness



KIDSBEAT.

YOUTH AND STRESS

Contrary to what many of us believe, childhood is not a carefree time but one in which the strains and stresses of growing up pose alarmingly real threats. Two new books on childhood stress and a recently formed centre devoted to youth and stress indicate that today's children are showing the effects of stress in more ways than just bitten fingernails.

In Childhood Stress: Don't Let Your Child Be a Victim (Delacorte Press, 1982,

\$21.95; distributed in Canada by Doubleday), author Barbara Kuczen, a professor of early education at Chicago State University, explains the difference between bad stress (which

can produce nail-biting, bed-wetting, irrational fears) and good stress (that extra energy boost necessary to run an extra mile at a track meet).

And, convinced that stress is the culprit behind increased youth suicides, drug abuse, delinquency and vandalism, the Canadian School Trustees' Association (a

national organization composed of 10 provincial associations of school trustees and school boards) created Youth Stress

Jeunesse, a charitable foundation aiming to address the problems of youth and stress.

But in these child-centred days, the question begs to be

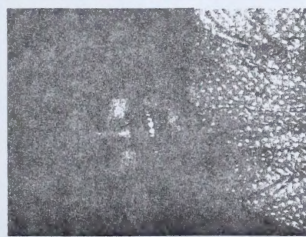
fantasy, as well as the fact that we consider our children's problems a little less important than ours, and we'll begin to realize that adults don't really have a patent on stress. To illustrate

child stress even more for us, Miller adjusts the famous Holmes-Rahe life-event scale (43 major events which may occur in an adult's life to cause varying degrees of stress, ranging from death of a spouse, 100 points, to a

vacation, 13 points) to fit situations in the life of a child (divorce of a parent, 73 points; a new school, 20 points). When taken into consideration, the typical child's year (long vacation, new school or classroom, change in school

responsibilities, change in personal habits regarding bedtime or homework, vacation, Christmas, school beginning or ending) easily adds up to a high stress level. Is it any wonder our children sometimes seem like zombies in front of the television set?

Miller correctly points out in *Childstress?* that these and other stressors are here to stay and children either cope or they don't. When faced with a stressful situation, Miller says, children (like adults) can a) remove the stressors, b) refuse to allow neutral situations to become stressful, c) deal directly with them, or d) find ways of relaxing. Many simply cope — like Little Jack Horner,



By Marilyn Linton

Devoted to exploring the issues relevant to parenting today. A place for parents to share their hopes and concerns.

Write to: *Kidsbeat*, *Homemaker's Magazine*, Suite 401,

2300 Yonge Street, Toronto, Ontario M4P 1E4.

asked: What stresses can a child possibly have?

Surprisingly many, according to Mary Susan Miller, author of *Childstress?* (Doubleday, 1982, \$19.50). "Since most adults view a child's world from their own frame of

reference, it is difficult for them to imagine any life but their own as stressful," Miller writes. Add to this our tendency to remember our own childhood with great

nostalgia and not a little

KIDSBEAT

who feels neither guilt nor shame when extracting the plum from his pie. Indeed, amid the mess of eating with his thumb, Jack shouts, "What a good boy am I!" He is totally at ease with himself — and his pie.

Children who cope well with stress, says Miller, are self-accepting ("if a few pounds overweight, they do not strive to emulate the starved look of a model"); individualistic ("under peer pressure they yield to themselves, finding strength to say no when the peer

decision differs from theirs"); feeling ("they feel intensely and fully, running the whole gamut of emotions"); are self-motivated, like other people, and have a positive self-image.

By contrast, Miller concludes that children who cope poorly under stress see themselves as poor specimens of human beings, are lonely, and view life as a contest in which they have lost. How then, do we help our children look upon stress as what the late Hans Selye called "the

spice of life"? How can we ensure that the normal wear and tear of living day to day doesn't deplete our children's coping resources? "Parents will greatly minimize stress when they realize that not all of their children are

racehorses; some are turtles," Selye told Miller. Often, the biographies we intend to

write for our children run "far afield of their original prospectus," Miller writes. Our dreams for them, coupled with society's pressures, have made childhood a particularly stressful time (a university education today is expected, as is success in the marketplace; yet university entrance is fiercely competitive, and jobs are scarce). In some instances, peer pressure may be the least of a child's worries. Miller advises parents to eliminate meaningless stressors and equip youngsters to better handle everyday ones.

The first step, she says, is to help them see stress as a positive rather than a negative force. (In one family that enjoyed the challenge of competition, Miller observed that "skinned knees, school

marks and scorecards bore no stigma in their home, for they came and went as mere details on the periphery of life's contest. The core, their son himself, was more important.") Children can also be taught to handle stress by parents who, rather than being overprotective, teach them to be accountable for their acts (when parents insulate their children from hurt or consequences, they develop no coping skills); and by giving them guidelines and support while nurturing motivation.

"Those working with children have long realized the vital role adults play in shaping a child's life," Miller writes. "What the adult does

in the present becomes what the child is in the future." This struggle between good and bad stress is something we, as parents, can help our children with. Through a reorganization of family lifestyles and different approaches to managing inevitable stressors, author Barbara Kuczen offers strategies to help us help our children cope with stress-provoked problems.

Central to the newly established Youth Stress Jeunesse will be an educational campaign alerting children to the dangers of negative stress. For more information, contact Youth Stress

Jeunesse, Canadian School Trustees' Association, 30 Metcalfe Street, Ottawa, Ontario K1P 5L4.

Accepting our children for what they are and not wishing them to be what they're not can alleviate stress for us all. "Some children grasp knives by the handle and use them while others grasp knives by the blade and cut themselves," Miller writes. "In between are the millions of children who grasp them both ways."

Are there stresses in childhood that compare to what we experience in the adult world? If so, what? How do you and your family cope with stress? Write to: Kidsbeat, Homemaker's Magazine, Suite 401,

2300 Yonge Street, Toronto, Ontario M4P 1E4.

